

Spring 1-15-2011

ENG 1002G-043: Composition and Literature

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COMPOSITION AND LITERATURE (Writing-Centered Course)
ENGLISH 1002G
SPRING 2011

Objectives:

- to promote careful, coherent, substantive writing;
- to encourage active, thoughtful reading of world-class drama, fiction, and poetry;
- to increase understanding of views and cultures represented in literature;
- to sharpen critical thinking -- the analysis of ideas and evidence;
- to provide experience using primary and secondary evidence.

Scope: During the term you will read a range of drama, fiction, and poetry. You will complete three typed essays of three-four pages (700-800 words) of argument, plus a "Works Cited." You will write two essays in class (500-600 words each). To help you write the in-class essays, you can bring outlines but not complete drafts. As a capstone experience, you will interpret a range of stories and poems during a final in-class exam. The final exam will require you to write two short interpretations (about 250-300 words each) and one essay (about 500-600 words). In addition, a portion of your grade will reflect class participation. Here's a breakdown of the components that will determine your final grade for the course:

- | | |
|---|--------------|
| -three out-of-class essays supported with research: | 50% of grade |
| -two in-class essays: | 25% of grade |
| -class participation: | 10% of grade |
| -final examination: | 15% of grade |

Grading Policy: For the essays and final, I will grade using a simple ten-point scale. That is, a 92% is an A-, an 87% is a B+, and so on. When I grade the essays and the final, I will consider content (purpose, reasoning, evidence), organization and coherence, grammar and mechanics, and style. Keep in mind that an essay or a final will fail if it is radically deficient in any of the areas for grading I have mentioned. After all, readers are

served neither by a technically perfect essay that is superficial and empty nor an otherwise thoughtful essay that is riddled with distracting errors and infelicities.

Revision Opportunity: You can revise your in-class essays for up to 15% over your original grade.

Late/Absence Policy: You are expected to hand in your work on time and in class. You will forfeit five points each day for late work and five points for work placed in my mail on the due date. If you are enrolled in another class or engaged in any other activity that may cause you to miss a significant number of classes in 1002G, you should not attempt to take 1002G this term. If you have an excused absence, I will arrange time for you to catch up with written work. For an excused absence, you must provide a verifiable excuse from Health Service, a doctor, or a University official. After three unexcused absences, you will forfeit 10% of the course grade and 5% for each subsequent absence.

Plagiarism Policy: Plagiarism is a serious offense; it is intellectual theft and fraud. Accordingly, plagiarism will be punished in conformity with English Department and University procedures. Here is the English Department's statement concerning plagiarism:

Any teacher who discovers an act of plagiarism --"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own work"-- (Random House Dictionary of the English Language) has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" for the assigned essay and a grade of "F" for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Writing Portfolio Submissions: If you choose to do so, you may submit one of your essays for your writing portfolio. Before you submit the essay electronically, give me a copy of the graded essay. Keep in mind that all submissions must include at least 750 words. To review instructions for electronic submission, go to "Electronic Writing Portfolio" by using the A to Z index at the upper right of Eastern's Website.

TENTATIVE SCHEDULE

1. Week of January 10
 - Introduction to Course; Writing Assignment: Your Reading and Writing
 - Greek Drama and Sophocles (30-40), *Oedipus Rex* (70-80 to Scene 2)
2. Week of January 17
 - Oedipus Rex* (80-94), Writing Assignment Due
 - Further Discussion of Play; Introduction of Elizabethan Drama (256-61); "Shakespeare" and *A Midsummer Night's Dream* (296-311 to Act III)
3. Week of January 24
 - A Midsummer Night's Dream* (311-329); Assignment of In-Class Essay of Interpretive Summary of a Play; Assignment of Outlines for Essay
 - Further Discussion of Play; Work on Outlines for Interpretive Summary
4. Week of January 31
 - “Arthur Miller” and *Death of a Salesman* (1065-1086 to Act II)
 - Death of a Salesman* (1086-1106); Discuss Outlines
5. Week of February 7
 - Write in-class essays of interpretive summary.**
 - Further Discussion of *Death of a Salesman*; Assignment of Out-of-Class Essay of Interpretive Summary; Introduction to Narrative Fiction
6. Week of February 14
 - Poe’s “The Cask of Amontillado” and “The Fall of the House of Usher” (1108-1127)
 - “The Tell-Tale Heart” (1128-1131); Hawthorne’s “Young Goodman Brown” (506; 528-537); Assignment of In-Class Essay of Analysis of a Story
7. Week of February 21
 - Gilman’s “The Yellow Wall-Paper” (461-74) and Faulkner’s “A Rose for Emily” (408-427)
 - Out-of-Class Essays of Interpretive Summary of a Play Due**; Further Discussion of Stories; O’Connor’s “A Good Man Is Hard to Find” (1015; 1042-1053)
8. Week of February 28
 - Melville’s “Bartleby the Scrivener” (877-904)
 - Further Discussion of “Bartleby”; Cather’s “Paul’s Case” (228-42)
9. Week of March 7
 - Discussion of Outlines for In-Class Essays of Analysis of a Story;

Oates' "Where Are You Going, Where Have You Been" (974; 988-1000)
-Write in-class essays of an analysis of a story.

SPRING RECESS

10. Week of March 21

- Baldwin's "Sonny's Blues" (57-80)
- Assignment for Out-of-Class Comparison/Contrast Essays;
Fitzgerald's "Babylon Revisited" (428-444)

11. Week of March 28

- Twain's "The Celebrated Jumping Frog of Calaveras County" (287-292);
Discussion of Significant Comparisons/Contrasts between Stories
- Wells's "Why I Live at the P.O." (1350-1359), Walker's "Everyday Use" (1333-1340)

12. Week of April 4

- Dancing an Attitude: "Because I could
Not stop for Death" (336-37), "Do Not Go Gentle Into That Good Night" (253-54), "That time of year thou mayest in me behold" (642-643),
"When I have fears that I may cease to be" (635), "To an Athlete Dying
Young" (631-32)
- Out-of-Class Essays of Comparison/Contrast of Stories Due;**

13. Week of April 11

- Now for Something Completely Different: "Anecdote of the Jar" (171), "The Red Wheelbarrow" (281), "This is Just to Say" (652), and
"Buffalo Bill's" (623), "Kubla Khan: or, a Vision in a Dream" (621-22)
- Rhythm and Rhyme (26-33); Handout of Poe's "Annabel Lee" for
Formal Analysis; Assignment: Identify poems you'd like us to read.

14. Week of April 18

- "Free Verse, Open Form, and Closed Form (33-40; from Leaves of Grass
(150-151, 182-83, 273-75,)), "Ode to the West Wind" (264-267),
"Shall I compare thee to a summer's day?" (248) and Donne's "Batter
My Heart" (624). Select poems for next week.
- Dramatic Monologues: "To His Coy Mistress" (89), "My Last Duchess" (180-181)), "Ulysses" (647-48), and "The Love Song of J. Alfred
Prufrock" (494-497)

15. Week of April 25

- Read /Discuss Poems.
- Out-of-Class Essay on Poetry Due; Read/Discuss Poems; Prepare for
Final.**